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ABSTRACT

Colleges and departments of education need to expand their programs to meet the needs of students who will work in human services areas or in other nonschool settings. These students will become Educational Services Professionals (ESPs) and will focus on the educational aspects of human services and human resources development in such functions as teaching, training, counseling, developing programs or materials. The basic competencies needed by ESPs are very similar to those needed by teachers in school settings. Core requirements of existing teacher education programs in teacher education can be broadened to suit the needs of educators in both school and nonschool settings. A delineation of the types of students who may enter such programs indicates that schools and departments of education should offer these programs. The variety of job markets for ESPs, such as the social service and health care settings, also indicates the need for such programs. Similarities and differences among programs for prospective school teachers and ESPs can be found in needs assessments, availability of resources, and client group relationships. The nature and design of an education program for ESPs should cover important competency areas: (1) human relations; (2) relationships among the cultures of education, systems, and community; (3) human growth and development; (4) planning and delivering educational programs; (5) instructional strategies and resources; (6) needs assessment and evaluation; and (7) organizing and managing educational programs. Faculty who participate in the delivery of a program for ESPs must be willing to prepare themselves for new types of teaching roles and assignments in areas in which they themselves have much to learn. (JD)

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CREATING CONDITIONS FOR PROFESSIONAL PRACTICE IN NON-SCHOOL SETTINGS

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Analysis of rationale and staffing implications can be helpful to SCDE's in determining their commitment to preparing educators for all types of professional practice settings. Consideration of a number of other areas can further assist SCDE's in meeting this program need, and these include clarification of perspectives on mission; students and job markets; relationship to existing teacher education programs; preparation programs for non-school educators including nature of the program, competency areas, and program design; organizational commitments and rewards; collaboration and credibility; and realities and concerns.

Clarification of Perspectives

In the beginning there was training! While it can be argued that training is a primary responsibility of educators working in non-school settings, one must acknowledge that training, due to its very nature, is interdisciplinary in scope and function. Depending upon the particular slant given to the training responsibility, almost any academic discipline could make the claim that it is in some way involved with training. SCDE leadership in preparing educators in non-school professional practice settings represents, however, a linking of two currently separate worlds--those of the professional educators in schools and the rest of the American society and economy concerned about education. The challenge to SCDE's is to determine what educator skills are generic in the various types of training functions, and then draw upon the strengths of the related disciplines in assembling and delivering suitable programs. Turf issues and faculty idiosyncrasies, both within and outside SCDE's, must not be allowed to dominate the decisions relative to this program.

One way to avoid territorial battles is to avoid use of global terms and clearly focus on the particular type of professional SCDE's should be preparing. A review of the literature across various fields illustrates the confusion

surrounding the terms "human services" and "human resources development." By definition, "human services" and "human resources development" relate to life-span development in all settings, and "human service professionals" or "human resources professionals" touch on educational, psychological, social, medical, rehabilitative, and legal facets of human activity. (Burnham and Massanari, 1979). All of human services or human resources development is obviously not the exclusive province of SCDE's. Therefore, to avoid expending unnecessary energy trying to work in such a broadly defined arena, the educator working in human services areas or in any non-school professional practice setting will be referred to as the "Educational Services Professional (ESP)." These professionals focus on the educational aspects of human services and human resources development in a variety of settings in such functions as coordinating or managing services, teaching, training, counseling, evaluation and research, disseminating, developing programs or materials, and providing instruction. By way of further clarification, reference to non-school professional practice settings includes settings which focus on educational concerns other than those commonly associated with K-12 and traditional higher education programs.

The program designed by SCDE's should be viewed then, as a career option for students who will work as educators in professional practice settings other than schools. It also represents a logical extension of the SCDE's commitment to focus on education and not just "schooling," thus making it possible to more directly contribute to a variety of society's educational needs.

Student and Job Markets

An important consideration is identification of the students to be served and the settings in which they will likely function. A delineation of types of students who will be served suggests that SCDE's need to provide preparation programs at both the graduate and undergraduate levels.

The types of students for whom such programs would be needed are listed below:

Clientele to be Served

New students seeking an education degree more marketable than the existing K-12 certification majors

Licensed paraprofessionals who may need educator skills to advance

Non-degree persons, already working as ESP's in non-school professional practice settings, who wish to expand their educational competencies

Unemployed K-12 teachers who are seeking career options which utilize many of their already developed competencies

Those in education who feel limited by the classroom, but like the profession and want to continue in some capacity

Those in other professions who want to explore ways they can contribute to education

Community-involved persons who understand the need for an educational component in civic life

Veterans and retired or current military personnel

Re-entry women

Individuals working in non-school settings who wish to prepare themselves to move into education and training units in their organizations

Those whose definition of education is broad and who seek education-related jobs with many facets

Graduates in the liberal arts and sciences who are seeking in-depth training as educators

Professionals working in human services programs who need continuing education opportunities to extend their understanding of human development processes and to become more effective instructional facilitators

Professionals in obsolescing roles who need to extend their academic and experiential training in human development, so that they can make a successful transition to new professional roles as ESP's.

Job Markets

Educational services professionals can be found employed almost everywhere. They are working in the education industry, in business and industry, in a myriad of social service and health care settings, in government programs, in foundations and non-profit associations, in community organizations, and in numerous agencies which educate the public. They are employable in a wide range of agencies: public, private, government, business, industry, health care, and community agencies, working in urban, rural, local, state, national or international settings. Their job functions may be categorized as that of program designer/developer, program coordinator/manager, trainer, consultant, counselor, administrator. They may be working with different age groups and varied learning needs, and may be providing a number of different services which include teaching, writing, training, directing/coordinating, analyzing, planning, implementing, generating knowledge, evaluating, and disseminating. Frequently indentified roles include child care worker, consumer economist, teacher, administrator, community development professional, counselor, correctional worker, interviewer, mental health professional, organizational development consultant, probation officer, rehabilitation worker, residence hall director, learning consultant in libraries and museums, scriptwriter in children's television production units, educational specialist in business, industry, medical, and dental schools, gerontologist in senior citizens' centers, and youth and adult community education director. (Branch, 1981, p. 318).

In the education industry, ESP's fill positions which include working with materials and services, publishers, educational equipment suppliers, specialized

educational service firms, research and development firms, management consulting firms, and education and training consultants. In government, ESP's are included in the training component of virtually all federal agencies, in research and development centers and in many other agencies including the U.S. Office of Education. They are heavily employed throughout the military, where training and education are given high priority.

The need for ESP's in business and industry is even more extensive. A recent Conference Board study showed that the 7,500 largest companies in the United States spent approximately $2 billion on employee education programs in 1975. Most of the money, $1.6 billion, was for in-house education. Tuition aid programs claimed $220 million and another $180 million was spent on other outside courses and materials. Industries showing the greatest number of educational programs were financial institutions, utilities, and transportation and communication firms. Even though industry used outside consultants and other "off the shelf" educational services, the Conference Board study estimated about 45,000 education specialists are being employed on a full-time basis. (Listerman, 1976, pp. 39-44).

A sourcebook on New Roles for Educators (Weathersby, 1980.) provides extensive information on careers in education outside of school settings, with descriptions of job types and companies included in the education industry profile. A brief perusal of this source should quickly convince even the most skeptical that there is a tremendous opportunity in the world of business for individuals with education skills and training.

One of the fastest growing areas for utilizing ESP's is in health care agencies and health professions. Within the past decade, hospital-wide education programs have addressed all levels of hospital personnel and concerns. In fact, it is mandated by the Joint Commission on Accreditation of Hospitals

that regular in-service education must be conducted for virtually all of the hospital staff. The majority of persons designated to coordinate such programs have not been prepared as educators and "indications are that many feel a need to gain skills in education, management and evaluation." (U.S. Center for Disease Control, 1977, pp. 3-4). Further evidence of the importance placed on education is the number of legislative bodies and professional associations promoting mandatory continuing education as a condition for licensure or re-certification in the health professions.

Relationship to Existing Teacher Education Programs

Extending the SCDE's mission to prepare educational services professionals for non-school practice should not interfere with the capacity to provide increasingly high quality programs for educators practicing in school settings. If students interested in education can see that preparation received through programs in SCDE's increases their career options, this can positively impact on students choosing careers in education.

Commonalities in the Two Programs

The literature on basic competencies needed by non-school educators suggests that these competencies are very similar to those needed by teachers in school settings. The core requirements of existing programs in teacher education could be broadened to include a professional education core of generic competencies suited to the needs of educators in both school and non-school settings. This would mean, of course, that appropriate specialized curricula for non-school educators will need to be added to existing SCDE offerings, and some revisions will need to be made in specialization offerings for teacher education programs to accommodate a revised generic professional studies core. Additional suggestions as to how this can be done and what might be included are in a following section on Program Design for ESP's.

Differences in the Two Programs

While generic educational competencies needed by non-school educators are simlar to those needed by educators in school settings, non-school professional practice includes conditions which necessitate different ways of applying educational skills in order to be effective. These differences must be understood if one is to practice effectively.

The client group relationship is obviously different since the clients are usually adults and peers. Much of the training they participate in is of a voluntary nature, and therefore, they are likely to be more motivated. Even when participation is not voluntary, the motivation is still likely to be there as one's job performance is often on the line through participation in appropriate training. The trainees generally have a common interest which is not necessarily true among K-12 students in school settings.

There is also a greater expectation among adult populations for taking valuable information and skills away with them. Adult learners are less tolerant of ambiguity and less willing to participate in learning experiences which are not on-target and presented in a learnable and useful manner.

The credibility of the trainer or learning facilitator is very different in non-school settings. Credibility does not come automatically because one bears the title "teacher"; rather, it is gained by whether or not the learning facilitated is effective as perceived by the recipients of that training and the administrators to whom the ESP is accountable. The non-school educator's credibility is not as dependent upon one's teaching performance as it is on one's capability as a designer and facilitator of learning. The ability to select and utilize appropriate human and other resources for the training sessions will have more to do with establishing credibility than one's own teaching skill.

Educators in non-school settings must learn a new language adaptive to the

environment in which one is working. The educator's role is not as a subject matter expert, but more one of designer and planner. Subject matter expertise is expected to be found in others.

The rewards needed by clients in non-school settings are different, and gold stars don't satisfy. The rewards adult learners must feel are in terms of personal gain and self-satisfaction.

There is a greater need to work as a part of a team in non-school settings. While a teacher may be fairly self-contained in a classroom setting and do a very effective job, an educational services professional in a non-school setting may depend upon a number of other specialists and individuals in order to deliver the programs for which he is responsible. Inability to give and take, work cooperatively, share in decision making, effect closure, and handle inter-group personal relationships can render the ESP ineffective. He can only succeed through being an effective team member.

In a non-school setting needs assessment is more critical since the ESP is typically working with his client group on a short-term basis. One usually doesn't have sufficient time for extended contact with the client group, as one might have with children in a third-grade classroom. Thus, it is imperative to make the best use of the limited time one has with the client group in order to determine needs.

The time lines required for implementing a program to respond to particular needs are short. Time is seen as money, and time lost in effecting needed learning is money lost. This means that the entire process of designing and delivering instruction must proceed much faster, and accountability for results is more immediate.

Availability of resources, financial and otherwise, is likely to be greater in a non-school setting. This is particularly true when it is a private rather than publically supported professional practice setting.

Preparation Programs for Non-School Educators

In designing a program for non-school educators, one must consider the nature of the program, competencies needed, and program design.

Nature of the Program

Most programs are individualized, interdisciplinary, developed with the approval of advisory committees, and take into consideration an individual's career goals, special interests, previous training and work or volunteer experience, and competencies. (Chenault, 1976, p. 19). The interdisciplinary nature of training presents a challenge to develop the type of curricula needed by ESP's and still cope with current difinitions of departmental parameters operating in most higher education institutions. There is also limited availability of staff with appropriate experiences and understanding of professional practice settings outside of schools. Effective program design will require cross-departmental ways of thinking as departmental parameters may be inhibitors to this program thrust. As indicated by Darkenwald of the Institute of Higher Education at Teachers College, Columbia University:

> Organization by departments tends to result in a taking out of areas of knowledge which faculty members claim jurisdiction over .... This makes it very difficult to do anything innovative ... to get any cross-disciplinary effort going .... (Brann and Emmet, 1972, P. 24).

Determining what knowledge and skills ESP's need is a major task, and the design of existing SCDE programs can be a very helpful resource in this process.

Competency Areas

The literature on training and the experiences of those institutions who have been programming in this area, suggest that we can probably come as near to identifying generic competency areas for non-school educators as we have ever come to agreeing upon them for educators in schools.

Many different areas of content are commonly suggested as important in the role performance of educational services professionals. Some of these are listed below and may be useful in enabling SCDE faculty to understand the relationships of existing course offerings to the programmatic needs of ESP's in non-school settings.

Instructional Design
Organization of Learning
Assessment of Learner Functioning
Needs Assessment
Group Dynamics
Interpersonal Skills and Relations
Human Resource Policy, Administration and Utilization
Observation and Assessment of Behavior
Public Policy Processes
Values Clarification
Analysis of Social Systems
Community Development and Liaison
Theories of Individual and Group Change
Teaching Methodology and Skills
Advocacy
Instructional Technology
Process Skills
Dissemination Skills
Planning
Research and Evaluation
Decision Making
Conflict Resolution
Program Planning and Budgeting
Coordination
Consulting
Continuous Growth of Self
Organizational Analysis and Development
Systems Analysis
Counseling
Communication Skills
Adult Development
Policy Analysis
Program Development
Individual Appraisal
Administration/Management/ Supervision
Professional Socialization
Personality Development and Mental Health
Theories of Learning and Human Development

These areas of educational knowledge and skill can best be summarized in the seven areas included under item #1 of the program design which is described in the following section.

Program Design

A program for preparing educators for non-school professional practice settings should be designed to accomplish the following objectives:

1. Insure that each student will acquire an appropriate knowledge base and competency in basic professional studies in the following areas:
   i. Human relations/interpersonal skills/group dynamics
   ii. Relationships among the cultures of education, systems, and community
   iii. Human growth and development/learning theory/educational needs of diverse populations
   iv. Planning and delivering educational programs
   v. Instructional strategies and resources
   vi. Needs assessment and evaluation
   vii. Organizing and managing educational programs
2. Provide opportunities for students to have appropriate and extensive field experiences in non-school professional practice settings.
3. Meet increasing societal needs for educators in multiple human services settings.
4. Increase linkage between SCDE's and those community, government, and business agencies which can more fully utilize the competencies and expertise which ESP's possess.

The program design should include both the academic base and the practical experiences needed for professional practice in non-school settings. Programs for preparing ESP's should include the following:

(1) An appropriate general education core. This is based on the assumption that SCDE's are committed to preparing educational specialists whose training does not leave them "too narrow to

know or [illegible] about the theory, or the history, or the impact -- the human implications -- of the work they do." (Belknap and Kurns, 1977, p. 3).

(2) A Basic Professional Studies Core which provides the generic competencies and knowledge to enable the student to perform basic educational functions. This core would typically include several areas: a "Human Development" component for the student to understand total human life span and growth cycles and nature of human beings; a "Learning Environments (Settings)" component wherein the student is expected to understand characteristics of various learning environments including individuals, groups, community and family, and organizational and institutional characteristics; and an "Educational Functions" component in which the student gains basic competencies in various educational service functions -- teaching, administering, consulting, counseling, enabling, training, designing, evaluating, researching, supporting. Types of courses which should be included in this core are listed below. Not all courses would carry equal amounts of academic credit:

Introduction to Diverse Learning Environments
Understanding Human Behavior and Learning Theory
Curriculum Planning
Instructional Delivery Systems
Assessment and Evaluation
Instructional Management Skills
Counseling and Interpersonal Skills
Cultural Foundations of Education
Preparing for Success in the System

(3) Specialized education courses which are directed toward working in non-school professional practice settings. The student would acquire the knowledge and competencies which directly relate to his particular professional practice settings. Required courses should include:

The Adult Learner
Instruction in Non-School Settings
Practicum in Non-School Professional Practice Settings
Fiscal Management of Educational Programs
Organizing and Managing Instructional Systems

Other appropriate selectives might be drawn from courses such as:

Educational Supervision
Leadership in Education
Humanistic Interactions
Research and Statistics
Audio-Visual Instructional Materials in Education
Counseling in Community Agencies
etc.

(4) A variety of field experiences and an extended and supervised internship in an appropriate professional practice setting.

(5) A professional practice specialization, which may be interdisciplinary. This should be designed for the student to acquire the appropriate knowledge base and familiarity with the professional practice setting in which he is planning to work.

(6) Selectives which provide opportunity for the student to include additional work supportive of career goals.

Educators practicing in non-school settings need a curriculum that is broadly based and which insures development of certain generic competencies needed to perform basic educational functions. The program must be individually designed to provide the student with well-grounded knowledge about human beings and their ways of learning and knowing, skills in facilitating learning, knowledge of the professional practice setting in which the student will work, and field experiences and an internship in appropriate professional practice settings.

Organizational Commitments and the Rewards System

There must be an overall commitment reflected in the SCDE's organizational scheme to prepare educators for non-school settings. Without this commitment, faculty members involved in such programs may become marginal participants within the program unit. If their goals and activities are viewed as only tangentially related to the dominant professional function of the college, they may become isolated and possibly alienated from their colleagues. Also, there may be an adverse effect within the collegial processes of evaluation, remuneration, promotion, and tenure as applied to such personnel (Chenault and Bunford, 1978), inasmuch as most decisions relating to the rewards system are departmentally based. How to award faculty who participate in this type of interdepartmental program activity has been addressed by Edward Shoben, Jr., at Evergreen State College, Olympia, Washington:

> It would be made clear that faculty members who choose to engage in innovative projects would have their performance evaluated by different means -- in large part by persons other than those whose sole experience and orientation has been in a module department situation (Brann and Emmet, 1972, p. 26).

Opportunities for faculty development must be provided if this program thrust is to be successful. We know that the programs for non-school prof-

essionals will have to be provided without "new" faculty, primarily through redirecting energies and talents of existing staff. Reduced faculty mobility almost mandates that those faculty who must serve the needs of the educational services professionals in non-school settings are already on the staff. The faculty who participate in the delivery of the program must be willing to prepare themselves well for new types of teaching roles and assignments in areas in which they themselves have much to learn.

Development efforts must be approached without vested interests and with a unified perspective that deals with the interrelationships among knowledge, systems, and services. To accomplish this it may be necessary to create and use temporary organizational structures or mechanisms to accommodate appropriate development needs in the programming for ESP's.

This type of program, which is interdisciplinary and which prepares students with a variety of specialization areas, needs strong departmental and administrative support and participation. Interdepartmental programs in institutions where monies and other rewards are determined through departmental processes can easily falter without this support. The administration of such programs must include the active participation of a governing and/or advisory body to develop policies and procedures as the program evolves. The effectiveness of the program requires that it provide an opportunity for faculties to implement, in these non-school education programs, the same rich ideological diversity which they apply in the traditional teacher certification models (Bernier and Venne, 1977).

With the decision to prepare educators for non-school settings must come a strong commitment to promote a new image for SCDE's -- an image which will be as much directed toward non-school ESP's as to teacher education for

schools. Only then will SCDE's come to be recognized as the preparers of educators for all types of professional practice settings.

Collaboration and Credibility

The interdisciplinary nature of the programming for non-school educators requires that we be prepared to spend even more time in collaborative efforts with colleagues, both on and off campus, in order to solve a number of administrative, conceptual, and pedagogical issues. Linkage needs to be established with those agencies who employ ESP's and programs must be cooperatively developed to insure that our students will be realistically prepared and marketable. SCDE faculty and administrators need to educate themselves in the realities of the educational needs of various professional practice settings, and this can best be accomplished when combined with a collegial relationship with program developers working in educator roles in those settings.

Participative faculty development is important and can take place concurrent with program development efforts as faculty meet with potential organizational clients, gather information about their in-house education and training needs, and acquire relevant information. The continued development of the program will rest upon the faculty's ability to remain aware of emerging social realities. It will be essential that the faculty, advisors in particular, take significant strides toward increased community involvement and the establishment of meaningful channels of communication with other professionals in both the university and the community. A valuable aspect of this program development/faculty development process is the opportunity for simultaneous assessment of qualities, interests, and skills of current faculty in order to determine how they can best contribute to such program efforts (Burch, 1980, p. 9).

The perceived needs of those in the field must be incorporated in the curriculum for ESP's. Cooperative approaches to common concerns by the higher education faculty and the practitioners in these non-school professional practice settings will insure better understanding of the types of preparation needs at both the entry level and for continuing growth in the respective education professional practice settings. However, one should be aware of the danger of completely patterning educational programs for ESP's after what the practitioners in these areas say they need, since they have not often been broadly educated for these roles with the perspectives needed by contemporary ESP's. Thus, the program must also developmentally educate the practitioners as well as the SCDE faculty.

Through collaborative efforts with employers of non-school educators, a carefully planned investigative and public relations effort can provide a foundation upon which the faculty of the college can make initial design decisions. In the process faculty can become personally acquainted with business, government, and community education needs. The community itself will become aware of the unique and forward thinking program development efforts of the colleges as these relate directly to their needs. This will also enable us to identify and describe local and regional potential placement categories for graduates of the program, restricting the number of agencies with whom we work to a manageable core group (Listerman, 1976, pp. 39-44).

Realities and Concerns

There are a number of realities and concerns inherent in preparing educators for a non-school setting which are worth considering if SCDE's are to be appropriately responsive to this new mission. First, we must know the

students we are trying to serve and the settings in which they will work. University professionals should not attempt to develop this type of program until they themselves have caught up with contemporary cross-systems, cross-fields literature, and until they have talked and worked with a real human services network of colleagues that includes a heterogeneous population of human services professionals (Chenault and Burford, 1978). Unless we can understand the world of the ESP's in non-school settings and provide programs that will meet their real needs, we may find ourselves offering programs which have few takers. We must have the support of the professional communities and agencies which will benefit most from having well-trained ESP's in their settings. Such support can come only if we communicate with those agencies and become knowledgeable about and conversant with their needs and problems. In other words, we have to know them to help them, and they in turn, must believe and know we can help them in order to trust us and turn to us to train educators for their settings (Chenault and Burford, 1978).

We need to remember that even though SCDE's can and should be training educators for non-school professional practice settings, the opportunity will not come to us simply because we've decided to respond to meeting this need. Their certification and continuing education requirements, unlike those of our teacher education clientele, are not tied to SCDE's. To a considerable extent, SCDE's have not been recognized as capable of meeting their needs by many non-school educators, and we will have to convince them we can. It is apparent that there are a large number of private sources who have been more responsive to the needs of educators in non-school settings than SCDE's have. We do have the capabilities and resources to meet the needs of educational services professionals, and we must not delay giving our full attention to them before the opportunity to do so is lost to us.

An SCDE which is planning to respond to the preparation needs of non-school educators may find the following questions to be a helpful review of the ideas presented in this paper, and also a useful guide for planning and development activities related to this program area.

1. What constitutes effective professional practice in non-school educational settings?
2. Why should SCDE's provide preparation programs for non-school educators?
3. What are the implications for SCDE faculty?
4. How can faculty become knowledgeable about non-school professional practice settings?
5. How can the faculty rewards system be fitted to coincide with program needs in this area?
6. What are the characteristics of the settings which human services educators will be entering?
7. What are the definitions and parameters which are appropriate for SCDE's?
8. Who are the students to be served?
9. In what non-school professional practice settings will SCDE students work?
10. How does this program relate to existing teacher education programs in terms of differences and commonalities?
11. How should the programs for non school educators be designed?
12. What educational competencies are needed by educators practicing in non-school settings?
13. What organizational changes and commitments will be needed?
14. What kinds of collaboration will be needed?
15. How do SCDE's establish credibility for preparation programs for non-school educators?

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